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ABSTRACT

This guide shares information about the South Carolina Curriculum Standards with parents. The standards outline state requirements for children's learning, and what students across the state should be able to do in certain subjects. The guide lists seven key reasons for parents to be aware of the new curriculum standards, and then presents a condensed version of the standards for first grade in mathematics (numbers and operation, algebra, geometry, measurement, data analysis and probability), English/language arts (reading/literature, listening, speaking, writing, research), science (inquiry and process skills, life science, earth science, physical science, data analysis and probability), and social studies (history: time, continuity, and change; government/political science: power, authority, and governance; geography: people, places, and environments; economics: production, distribution, and consumption). Listed after the standards for each subject area are sample assessment questions for parents to complete with their children, selected book titles for additional reading, and Web site addresses for extended learning. (EV)

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South Carolina Department of Education,
South Carolina Education Oversight Committee

Fall 2001

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PS 030 193

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DON'T FAIL YOUR CHILDREN

A Guide for Parents and Families About What Your 1st Grader Should Be Learning in School This Year

It's no longer a secret...

This guide shares important information about the South Carolina Curriculum Standards. These standards outline state requirements for your child's learning program and what students across the state should be able to do in certain subjects.

A good educational system provides many tools that help children learn. Curriculum standards are useful for making sure:

- teachers know what is to be taught;
- children know what is to be learned; and
- parents and the public can determine how well the standards are being learned at each grade level.

The student standards that follow are a condensed version of the South Carolina Curriculum Standards for Mathematics, English/Language Arts, Science and Social Studies for **1st Grade**. They are provided to help you become familiar with what your child is expected to do at the end of **1st Grade** so that you can reinforce and support what your child is learning at school. Listed after the standards for each subject area are sample assessment questions for you to complete with your child, selected book titles for additional reading and website addresses for extended learning. This version does not include every standard taught in **1st Grade**. If you are interested in the complete South Carolina Curriculum Standards, check with your child's teacher.

Before moving on to the next grade, students in grades 3 to 8 will be expected to score at or above grade level on state-developed tests – Palmetto Achievement Challenge Tests (PACT) – that test student knowledge of the South Carolina Curriculum Standards.

South Carolina Curriculum Standards.
Here are seven key reasons parents should be in the **know** about the new curriculum standards:

1. Standards set clear, high expectations for student achievement. Standards tell what students need to do in order to progress through school on grade level.
2. Standards guide efforts to measure student achievement. Results of tests (PACT) on grade-level curriculum standards show if students have learned and teachers have taught for mastery.
3. Standards promote educational equity for all. Instruction in every school in the state will be based on the same curriculum standards.
4. Standards help parents to know if their child is being taught the same subject content as children across the nation. South Carolina Curriculum Standards have been matched and compared with standards of other states to make sure that they are challenging.
5. Standards help parents to know more about the academic progress of their child and provide assistance at home in areas where the children need help. Parents no longer have to guess the type of help their children need to do better in school. Standards give parents more specific information for helping their children at home.
6. Standards help parents to participate more actively in parent/teacher conferences. Knowledge of the curriculum standards helps parents understand more about what their children are learning and what they can do at each grade level. Parents are able to have conversations with teachers about student progress in specific areas and understand more completely the progress of their children.
7. Standards help parents to understand that what their children learn in school one year ties into what they will learn in the next year and in future years. Parents are able to see how their child's knowledge is growing from one year to the next.

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MATHEMATICS

Students will be able to:

Numbers and Operation

- Identify place value in numerals up to three digits (for example, in the number 234, "2" is in the hundreds' place, "3" is in the tens' place, and "4" is in the ones' place).
- Identify positions first through twentieth (first, second...twentieth).
- Read a number line from 0 to 180.
- Count a set of 100 or less items and write the number.
- Identify and represent one-half, one-third, one-fourth using real objects and pictures.
- Use real objects and symbols to show the meaning of one- and two-digit numbers up to 99.
- Solve one-step story and picture problems using addition facts with sums and corresponding subtraction facts to 18.
- Recall addition and subtraction facts up to 18.
- Add and subtract pairs of two-digit whole numbers without regrouping (borrowing and carrying).

Algebra

- Put a random set of numbers between 1 and 100 in order.
- Identify, create and continue a wide variety of patterns using symbols and numbers.
- Count by 2s, 5s and 10s.
- Identify a fact family as the inverse relationship (for example: 3+5 = 8; 8-3 = 5; 8-5 = 3) between addition and subtraction facts.
- Recognize that the equal sign (=) means the amounts on either side of the sign are the same.

Geometry

- Recognize three-dimensional shapes such as cubes, spheres, cylinders, cones and rectangular prisms.
- Classify two- and three-dimensional objects according to one or more characteristics such as color, size, shape and thickness.
- Use positional words (next to, beside, between and across) to identify locations on a picture map.
- Draw line(s) of symmetry through shapes to divide them into pieces that are congruent (exactly match).

Measurement

- Compare the amount (volume) in two or more containers.
- Compare the weights of two objects using a balance scale.
- Measure the length of an object in whole inches and centimeters.
- Tell and write the time to the hour and half hour using an analog clock (a clock with hour and minute hands) and a digital clock.
- State the days of the week and months of the year in correct order.
- Use a calendar to identify dates in standard (January 1, 2001) and numeric forms (1-1-01).
- Count a collection of pennies, nickels and dimes equal to 100 cents ($1.00) or less.

Data Analysis and Probability

- Collect data (numerical information).
- Use real object graphs and picture and bar graphs to show data.
- Explain the data shown on the graphs using vocabulary, "more," "less," "fewer," "greater than," "less than" and "equal."

Sample PACT Questions

PACT questions are not available for distribution at this time.

Activities:

Have your child:

- Use collections of stamps, leaves, shells, etc., to observe, describe, classify, count and create a pattern, compare, add and subtract.
- Identify shapes and patterns in the world.
- Make a daily schedule of activities.
- Read a calendar and identify special days of the month. Count how many days before the special day(s) arrive.
- Estimate numbers by using small containers of items such as beans or pebbles.
- Sort and classify pictures cut from a magazine.
- Find number words or numerals in the newspaper and highlight them.
- Share cookies or some other food item with friends or family so that everyone gets an equal amount.
- Make puzzles by cutting different shapes out of cereal boxes.
- Count and reason as you read number stories to them.

Books:

- Bayley, Nicole. *The Patchwork Cat.*
- Carle, Eric. *Rooster's Off to See the World.*
- Dee, Ruby. *Two Ways to Count to Ten.*
- Hoban, Tana. *26 Letters and 99 Cents.*
- McGrath, Barbara Barbieri. *The M&M™ Counting Book.*
- Murphy, Stuart. *The Penny Pot.*
- Myller, Rolf. *How Big is a Foot?*

Websites:

- www.edu4kids.com/math – This interactive site allows students to practice basic facts.
- www.figurethis.org – This site has fun and engaging mathematics questions for children.
- www.illuminations.nctm.org – Click on "I-Math Investigations" for interactive learning.
- www.myscschools.com – Website where parents can view all curriculum standards.

ENGLISH/LANGUAGE ARTS

Students will be able to:

Reading/Literature

- Read from left to right and top to bottom on a page.
- Match spoken words with print.
- Identify letters, words and sentences.
- Use sound/letter rules (phonetic principles) to figure out words.
- Blend sounds in order to recognize and read words.
- Use spelling patterns to read words. (Example: if he/she knows "hop," he/she can read "top" by substituting a letter.)
- Use picture clues and what he/she knows about the topic to help understand a story.
- Reread and correct what was read when words do not make sense.
- Read familiar stories aloud easily and with expression.
- Make predictions about what he/she thinks will happen in the story.
- Ask and answer questions about what is read.
- Identify who is in the story and where the story takes place.
- Retell stories including the beginning, middle and end of the story.
- Know the difference between real and make-believe.
- Understand that events in the story are the result of causes and effects.
- Point out and discuss times, places and customs in different stories.
- Identify and discuss the main ideas and/or themes in stories and compare them to experiences that he/she has had.
- Write about what he/she has read.
- Organize information from a story in a chart or diagram.
- Read many different types of literature such as stories, poems, plays, directories, newspapers, charts and diagrams.
- Read for an extended period of time.

Listening

- Follow simple two-step oral directions.
- Pay attention to the person speaking.
- Listen politely and not interrupt.
- Ask questions about what he/she hears.

Speaking

- Start conversations with friends and adults.
- Follow rules for conversation (listening and asking questions).
- Use a quiet voice and ask and answer questions in small groups.
- Tell and retell stories in the order in which events happened.
- Speak in complete sentences.
- Use describing words in speaking.
- Begin to ask about the meaning of words and ideas.
- Give simple two-step oral directions to someone.
- Speak correctly about one or more than one person, place or thing. For example: I have a dog. I have two dogs.
- Use compound words when speaking (example: cowboy or rainbow).
- Count sounds in words or word parts.
- Add or remove sounds to change words. For example: change toy to boy by removing the "t" and adding the "b."
- Make up rhyming words.
- Blend sounds to make word parts and words.

Writing

- Think of ideas to write about.
- Decide and stay on one subject when writing.
- Use describing words when writing about people, places and things.
- Edit (correct) writing for grammar, capital letters, punctuation and spelling (according to what first graders have learned).
- Use complete and correct sentences in final copies.
- Spell frequently used words correctly and spell difficult words using rules of phonetics.
- Use computers for writing if available.
- Print legibly with attention to forming letters correctly while leaving spaces between words.
- Create final copies of writing such as stories, poems, plays, newspapers, etc., and share with others.
- Write for a period of time each day.

Research

- Alphabetize words according to the first letter.
- Use a picture dictionary to find meanings of unfamiliar words.
- Make a personal dictionary or word list to use when writing.
- Talk about and use information from observations, conversations, technology and books to make oral and written stories and reports.

(ENGLISH/LANGUAGE ARTS CONTINUED ON BACK)

SCIENCE

Students will be able to:

Inquiry and Process Skills

- Use the five senses (sight, smell, hearing, touch and taste) to gather information about objects or events.
- Compare and sort/group objects, including arranging them in sequential order.
- Estimate and measure mass, length, volume and temperature using standard (U.S. customary and metric) and nonstandard whole units.
- Describe objects and explain ideas using drawings, tables, graphs, and written and oral language.
- Use simple equipment such as thermometers or hand lenses to investigate objects, organisms or the environment.

Life Science

- Investigate and explain that plants need air, water, nutrients, space and light to survive.
- Observe and describe the growth of a plant from a seed, name the parts of a plant (seeds, roots, stems, leaves, flowers and fruit), identify edible plant parts and explore the methods of seed dispersal.
- Investigate plants and their environment.
- Investigate ways to reuse, recycle and reduce the consumption of natural resources.

Earth Science

- Observe and describe the day and night sky and the basic relationships among the sun, moon and Earth.
- Identify that the sun is a star and is the source of heat and light for Earth.
- Observe and describe changes in shadows over time.
- Observe and describe the phases of the moon.

Physical Science

- Observe, describe and compare objects based on common physical properties.
- Sort objects by a single attribute, such as size, shape, color or temperature.
- Investigate simple mixtures and identify things that will and will not mix with water.
- Explore and describe how materials can exist as solids or liquids.
- Investigate the effect of a push or pull on an object and explore patterns of motion.

Data Analysis and Probability

- Collect data (numerical information).
- Use real object graphs and picture and bar graphs to show data.
- Explain the data shown on the graphs using vocabulary, "more," "less," "fewer," "greater than," "less than" and "equal."

Sample PACT Questions

PACT questions are not available for distribution at this time.

Activities:

Have your child:

- Identify items in the refrigerator or pantry as either solid or liquid.
- Be responsible for the care of a household plant.
- Establish a home recycling center and sort items to be placed in the center.
- Place a glass of ice on the counter and discuss how it changed the next morning.
- Observe the moon over several months, record observations on a calendar and look for patterns.
- Mix various items (such as a powdered drink mix, sugar or flour) in a glass of water; identify and compare the items that mix and will not mix with water.
- Fill several glasses half full with different liquids (syrup, oil, detergent, fabric softener); add a tablespoon of water to each and observe.
- Observe shadows and how shadows can change.
- Walk with you and have him/her write or draw what he/she smells, sees, touches and hears.

Books:

- Branley, Franklyn. *The Moon Seems to Change.*
- Branley, Franklyn. *What Makes Day and Night?*
- Heller, Ruth. *The Reason for a Flower.*
- Hickman, Pamela. *A Seed Grows: My First Look at a Plant's Life Cycle.*
- Jennings, Terry. *Bouncing and Rolling.*
- Kelley, True. *Hammers and Maps, Pencils and Pots.*
- McKinney, Barbara Shaw. *A Drop Around the World.*
- Williams, Rozanne. *Reduce, Reuse, and Recycle.*
- Yolen, Jane. *Once Upon Ice.*

Websites:

- South Carolina Department of Education – www.myscschools.com
- South Carolina ETV's Resources for Teachers, Students and Parents – www.knowitall.org
- NASA's SpacePlace – www,spaceplace.jpl.nasa.gov
- National Parent Information Network – www.npin.org
- Learning Network Parent Channel– www.familyeducation.com
- National Wildlife Federation – www.nwf.org/kids/

SOCIAL STUDIES

Students will be able to:

History: Time, Continuity and Change

- Identify characteristics that contribute to one's personal individuality.
- Compare and contrast family life in various places in the world and in history.
- Describe communities in North America long ago and how they varied.

Government/Political Science: Power, Authority and Governance

- Discuss the purposes of rules and laws, and the consequences for breaking them.
- Name sources of power and authority in the community.
- Identify ways people can work together to promote the ideals of American society.
- Name historical figures, events and national symbols that exemplify democracy.
- Identify what it means to be a responsible citizen.
- Describe and demonstrate ways to manage conflict.

Geography: People, Places and Environments

- Describe the purposes, characteristics and uses of maps, globes and graphs.
- Locate places in local community and nearby communities.
- Construct a map using cardinal directions (North, South, East, West) and map symbols.
- Explain how humans depend on and change the Earth.
- Locate his or her own city, state and the United States on a map.
- Define culture.
- List and explain how people in various other places on the Earth earn their livings.
- Explain the basic function of transportation and communication networks.
- Describe how land is used in different parts of the world.
- Explain ways people depend on the environment to meet their needs.
- Name ways people use or change the environment.
- List examples of the use of natural resources in people's daily lives.

Economics: Production, Distribution and Consumption

- Tell how families and communities work together to meet basic wants and needs.
- Discuss why consumers budget and save money.
- Define and give examples of bartering (trading).
- Give examples of money being exchanged for goods and services.
- Explain how people's choices determine what will be produced.
- Give examples of people acting as consumers and producers.
- Name a variety of jobs.
- Discuss how people live and work together in families.
- Name government jobs in the community.
- Identify how money is used in the community.

Sample PACT Questions

PACT questions are not available for distribution at this time.

Activities:

Have your child:

- Learn about your family history. Look at pictures and family heirlooms. Discuss customs, beliefs and traditions that have been passed along.
- Talk about voting. Decide on a family activity or a family dinner at a favorite restaurant by voting.
- Start saving money in a piggy bank or open a savings account at a local bank.
- Take a walk or a drive with you. See how many ways you can find to show how people use and change the land.
- Find your city on a local map, your state on a United States map, and the United States and your state on a world map or globe.
- Design a map of his/her bedroom. Expand this map and design a map of your home. Label the rooms and locations of the furniture.
- Make a list of all the stores your family uses. Talk with your child about what each of these places provides for your family.

Books:

- dePaola, Tomie. *The Legend of the Indian Paintbrush.*
- Dorros, Arthur. *Abuela.*
- Hall, Donald. *Ox Cart Man.*
- Lord, John Vernon. *The Giant Jam Sandwich.*
- Marzolla, Jean. *Happy Birthday, Martin Luther King.*
- Mitchell, Margaree King. *Uncle Jed's Barbershop.*
- Polacco, Patricia. *Chicken Sunday.*
- Rylant, Cynthia. *When I Was Young in the Mountains.*
- Williams, Karen Lynn. *Galimoto.*
- Williams, Vera B. *A Chair for my Mother.*

Websites:

- Lycos Zone – www.lycoszone.lycos.com/
- Fun School – www.funschool.com
- Weekly Reader – www.weeklyreader.com
- Kid's Space – www.kids-space.org/
- Scholastic – www.scholastic.com
- The Smithsonian Institution – www.si.edu/
- National Geographic – www.nationalgeographic.com
- Wide variety of links – www.yahooligans.com
- KidsCom – www.kidscom.com

Sample PACT Questions

PACT questions are not available for distribution at this time.

Activities

- Encourage your child to reread, look at pictures and predict words when he/she comes to a word he/she does not know.
- Encourage your child to keep a journal.
- Make a list of things to write about.
- Engage in written conversations with your child.
- Encourage your child to write letters or send e-mail to family and friends.
- Talk to your child. Answer questions and ask how and why questions.
- Have your child tell you about pictures he/she draws. Write down the story he/she shares.
- Encourage your child to read easy recipes.
- Tell stories to your child about your childhood and life experiences.
- Provide a variety of types of reading materials for your child - books, magazines, newspapers, empty food boxes, junk mail, etc.
- Reward your child with books or journals.
- Get your child a library card and regularly go to the library or bookstore.
- Practice reading easy books to develop fluency.
- Read aloud to your child.
- Use different voices when reading aloud different parts of a story.
- Allow your child to read and write, JUST FOR FUN!

Books

- Allard, Harry. *Miss Nelson Is Missing!*
- Carle, Eric. *The Very Hungry Caterpillar.*
- McClosky, *Robert. Make Way For Ducklings.*
- Numeroff Laura and Felicia Bond. *If You Give A Mouse A Cookie.*
- Viorst, Judith. *Alexander and the Terrible, Horrible, No Good, Very Bad Day.*
- Waber, Bernard. *Ira Sleeps Over.*

Websites

- Children's Literature Website – www.acs.ucalgary.ca/~dkbrown/bestbooks
- Georgia Department of Education – www.glc.k12.ga.us
- Learning Page.com – www.sitesforteachers.com
- Carol Hurst's Children's Literature Site – www.carolhurst.com
- Surfing the Net with Kids – www.surfnetkids.com
- United States Department of Education – www.ed.gov.pubs/parents
- South Carolina Department of Education – www.myscschools.com
- National Association for the Education of Young Children – www.naeyc.org
- National Parent Teacher Association – www.pta.org
- National Parent Information Network – www.npin.org

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